3: Clark S-5 (1950)1951 MH1 Iraq MH1

CHAPTER THREE

THE EXTENT TO WHICH THE NEEDS ARE BEING MET

TYPICAL PRIMARY SCHOOLS

Before attempting to draw general conclusions as to the extent to which the educational needs indicated in the previous chapter are being met, it may be useful to give a general picture of typical primary schools in Iraq. To speak of a 'typical' school is, of course, misleading, for every school has or should have its individual character. In general, however, most of the Iraqi primary schools have certain common characteristics which make it possible to venture a description of types.

A Typical Town Primary School. In each of the provincial capitals and most of the smaller towns are to be found large schools which may provide for between 300 and 500 pupils. The great majority of the urban primary schools are single sex schools. Such a school may have from ten to twelve rooms of varying sizes. The numbers in each class may vary from sixty to thirty, the smaller usually being the sixth or top class. The class-rooms are frequently overcrowded, with sometimes three children sitting on a desk built for two. Lighting and sanitary arrangements are generally not of a high standard. In some schools where available accommodation has not kept pace with the local demand for primary education, there may be as many as seventy children in one of the lower classes. Desks are not well constructed and generally show lack of maintenance.

In such a school, as in every other full-range primary school, there are six grades of class, the children being promoted from class to class each year provided they pass an examination indicating that they have satisfied the requirements of the centrally prescribed programme of studies. Those who do not pass the promotion examination are required to repeat the previous year's work.

The teachers seem to work very hard, they occupy the centre of the stage and either lecture to their pupils or follow the common technique of verbal question and answer. There is little activity on the part of the children apart from incredibly quick oral

3: Clark S-5 (1950) 1951 MH1 Iraq MH1

response, and there is not much evidence of handicraft or art. Outdoor physical education follows the prescribed syllabus which, however, seems to be more modern in technique than some of the other subjects.

Generally speaking, the older buildings look as depressing as their counterparts in some of the western countries. Unfortunately there are not many very recent buildings.

While these conditions apply to many of the schools, however, in the larger towns there are some noteworthy exceptions to which reference will be made later.

A Typical Village School. A village school may consist of two or three rooms housing from twenty to seventy pupils of both sexes, but it is rarely a complete six-class school. Lighting and sanitation are usually inferior to that of the town schools. In the northern provinces some of the schools are built of stone, but mostly they are made of dried mud bricks. In parts of the south, especially in the marsh districts, the buildings are reed huts.

The curriculum and teaching techniques in the village school are identical with those of the town school. The children rarely enjoy activity methods, and sit in their desks most of the time.

In many of the village schools children cannot complete their full period of primary schooling because the numbers are too small to permit the organization of the full six classes. In a minority of these schools, however, an increasing number of teachers are learning the technique of simultaneously teaching more than one attainment group and are thus able to provide a complete primary school course in an incomplete school.

Most of the village schools have no garden, handicraft or livestock. But the newly established agricultural primary schools, to which detailed reference will be made later, provide exceptions to this rule.

Because of the absence of compulsory school attendance and the consequent late admission to school of a number of pupils, there is a great variety of age-range in both urban and village schools. Within the limits of the curriculum, however, the teachers meet these difficulties with commendable patience, and both the older and the younger children in any one class are usually a happy family. Another happy feature of the Iraqi primary school is the absence of social distinctions within the class-room. A wealthy sheikh's son may rub shoulders with a poorly clad lad from a very humble home.

THE EXTENT TO WHICH THE NEEDS ARE MET QUANTITATIVELY

The Rapid Growth of the Primary Schools System. As will have been

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MH1

875 this meets the needs of the situation fully and would strongly recommend a careful and sympathetic examination of the whole problem in the light of existing conditions. Such an examination should include also the question of providing housing accommodation for teachers, particularly women teachers, in villages.

The question is not, however, merely one of salaries but rather of raising the whole dignity and status of the profession. [554] In Iraq teachers do not, as a whole, apparently suffer from a sense of social inferiority as is the case in some other countries. This is good but not good enough. It is necessary to insure for them a position of honor and prestige and to accord conspicuous recognition to any meritorious work done by them. The government should endeavor to have the public realize the basic value of their work as nation builders.

School Construction and Equipment

346 872 Whether or not there is an immediate extension of primary education, school construction has to be tackled urgently. The number of schools is inadequate even for existing needs and they are ill-planned and overcrowded. About 40 percent of the schools are said to be housed in rented buildings, which are generally poorly constructed and lighted. Many of the government buildings and those built out of public subscriptions are only a little better. Almost all of the schools, whether government or rented, have now become too small for the number of students enrolled, and the introduction of the compulsory principle will bring a large further increase in enrollment. It will, therefore, be necessary to undertake without delay a carefully planned and large-scale program involving the construction of new school buildings and the improvement and extension of existing buildings.

Much of the new building will have to take place in rural areas. The Ministry should, therefore, arrange for a competent study of the problem of village school buildings—in which teachers, builders and the school architect will all be associated—in order to prepare two or three types of plans suited to different climatic regions. The buildings can be economical without being ugly or cramped or deprived of proper lighting and ventilation, and should reflect local traditions and utilize local materials. It would be a

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MHT

wise investment to spend some money on intelligent research and experimentation in this field. The program of buildings should also include, as suggested above, the construction of teachers' houses—particularly for women teachers—in places where they are not otherwise available.

More attention might well be paid to the equipment of new and existing schools. The libraries, for instance, are generally poor: the number of books is small; they are not chosen with reference to the needs of the children for whom they are meant; their arrangement and display leave much to be desired; and the service provided is very unsatisfactory. No proper individual records of students' reading are maintained and no imaginative steps are taken to stimulate the desire to read and to make the library a dynamic and integral part of the school and of the life of the students. The library often consists simply of a few crowded, dust-laden bookshelves in one of the classrooms to which students have access at odd times and for short periods for borrowing books. School libraries not only should be stocked with a large number of well-displayed and suitable books but should be made the most pleasant and attractive place in the school.

The laboratory and workshop facilities provided, even in full-fledged secondary schools, are also inadequate. There can be no proper teaching of science or crafts unless the equipment is greatly improved and practical work is given its due place. Apparently there is no examination in practical work at all at the end of the secondary school, and obviously there can be none so long as most schools have no laboratories or workshops, or very poor apologies for them. In fact, of the large number of secondary schools visited, only two, one government institution and one foreign school, had adequate laboratories. Under the circumstances, science is generally taught theoretically, as a lesson from the printed book or as a lecture by the teacher, with occasional demonstration of experiments by him in front of the class. This kind of vicarious experimentation, which never allows the students to handle any apparatus, does little to foster the scientific attitude. The provision of laboratory facilities will not by itself, however, make any great difference—what is needed is the introduction of activity methods in the teaching of science and the use of science as an instru-

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MH1

ment to develop the students' powers of inquiry and independent work. In the proposed transformation of "book schools" into "work schools" this change coupled with craft work may well form the starting point of the process.[1]

Financial Implications of the Introduction of Compulsion

It is difficult to work out the cost of the proposed scheme for primary education with any degree of accuracy because reliable figures and statistics are not easily available. However, on the basis of information supplied by the Ministry and obtained from other sources, it is possible to form an approximate idea of the order of expenditure that will have to be incurred. It should, however, be borne in mind that, generally speaking, the basis of calculation adopted is the per capita educational expenditure being incurred at present and, as the current provision for such items as books, furniture, apparatus and hostel accommodation is rather inadequate, the total cost worked out represents the minimum estimate of the requirements.

The three main items of expenditure in this program would be (1) the cost of operating primary schools for all children; (2) the cost of training additional teachers; and (3) the cost of constructing new buildings and improving or extending existing buildings.

Cost of Primary Schooling

According to available figures, the total number of additional children to be brought into school eventually, when compulsion has been introduced throughout the country, would be about 575,000. The present annual cost of primary education per child, according to the calculations of the Ministry of Education, works out at eight dinars. This estimate is also endorsed by Mr. Clark in his report. On this basis it can be assumed that the ultimate annual cost of schooling for all children of primary school age will be about ID 4,600,000. It should be remembered, however, that this estimate does not allow for higher salaries and prices which will

[1] In this connection, all science teachers might make a careful study of the fascinating pioneer work in the domain of science teaching done by the eminent British educator, Sanderson (Headmaster of the English Public School, Oundle). An account of his work will be found in two books—his biography by H. G. Wells entitled *The Story of a Great Schoolmaster* and a book written by his colleagues entitled *Sanderson of Oundle.*

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MH1

875 be made for their training.[2] The annual cost of training per teacher is estimated by the Ministry of Education to be about ID 70. If the average period of training is taken to be three years, as is likely to be the case in the future pattern of teacher training, the cost of training per teacher would be a little over ID 200. Table II in the appendix shows the number of teachers under training each year from 1953 to 1967 and the expenditure to be incurred every year over the project. From these figures it will be seen that the cost of the scheme during the next five budget years (1952-53 to 1956-57) will be about ID 737,500. Total cost until 1967, spread over 13 years, will be a little below ID 4,000,000 which means an average annual expenditure of about ID 300,000. It may be pointed out that, after this period, when the full quota of trained teachers is available, the annual expenditure on this item will be considerably reduced as provision will have to be made only for training the number of teachers required for normal replacement.

Cost of School Buildings

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872 The problem of the construction of school buildings was surveyed recently by the Special Committee on School Buildings appointed under Ministerial Order No. 36314 of December 7, 1950. After consulting experts, the Committee drew up a program for the construction and improvement of schools and other educational buildings at a total estimated cost of approximately ID 8,110,000. The Mission was not able to ascertain definitely the premises on which this estimate was based. The Development Board has made a provision of ID 3,800,000 for school construction in its program for 1951-52 to 1955-56. The Mission suggests that the adequacy of this allocation as well as the total amount which would need to be spent over the next 10 years be carefully reviewed. In this review the Committee's estimate should be carefully checked, particularly to determine whether it took fully into account the needs arising out of the introduction of compulsory education as well as requirements for replacing old or

[2] If the basis of calculation were 35 children per teacher, the total number of teachers required would be about 16,000. But as the Ministry of Education has itself wisely adopted the ratio of one teacher to 30 children, the Mission accepted that as the basis for calculations.

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MH1

rented school buildings. In any event it would seem desirable to raise the budgetary provision for new buildings to approximately ID 5,000,000 for the next five years. New needs may develop, lacunae may be discovered in the program and the cost of construction may rise. The total cost of the whole building program in the 10 year period may not be over ID 10,000,000, particularly if local help and cooperation is enlisted in the building.

The total financial implications of the whole scheme during the next five budget years (1952-53 to 1956-57) can be indicated in approximate figures as follows:

1.	Operation of new primary schools..... ID	180,000
2.	Training of teachers.....	737,500
3.	Buildings	5,000,000

Total expenditures for the program over the next five years will thus be about ID 5,900,000 which works out at less than three percent of the net revenues expected from oil during this period.

III. Provision of Fundamental Education for Adults

There is no phase of education in the country which has received less attention than the education of the adults. Not only are facilities for adult education almost wholly lacking, but there is a general misunderstanding of the purposes and methods of such education. A number of evening primary and secondary schools are run by the government or by private organizations, such as Teachers' Associations, for adults who work in the day and who want to complete the education they began as children. Their courses, however, are not designed to meet the special needs of such adults but are the same as those taught to children in the day schools. There are also a few "literacy centers" attended by illiterate adults and youths, but they are too few to make any appreciable impact and, as the name suggests, confine themselves to making adults literate.

The type of adult education which the Mission suggests should be widely extended in Iraq is not a matter of either the simple teaching of literacy or the instruction of adults in the same courses offered to children. To be sure, the initial objective would be the

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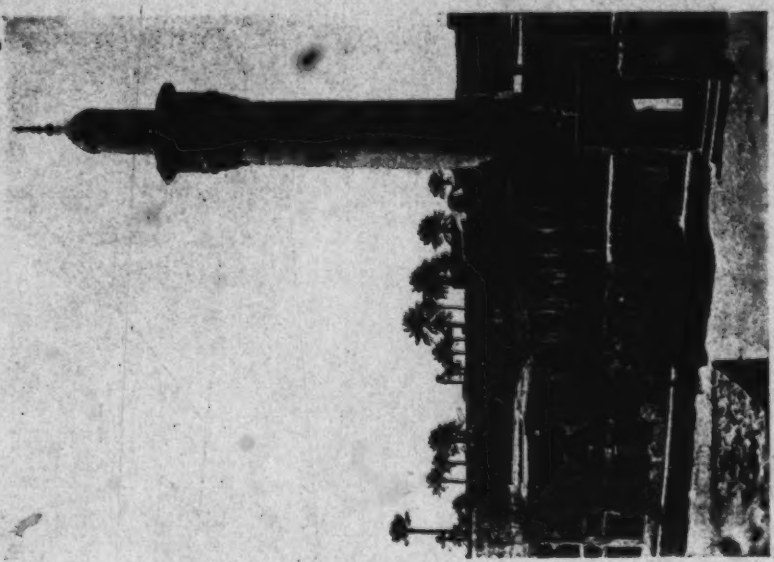

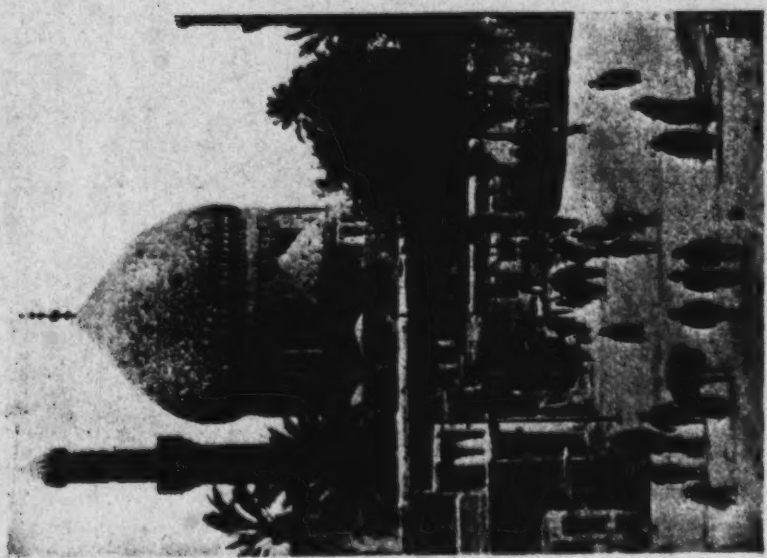

MOSQUES IN MESOPOTAMIA

facing p. 238

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Drawing starts in the first two grades with the drawing of simple objects and ornamentation, continues in the next two grades with drawing from nature and some composition, and in the last two grades special attention is given to Arab ornamental designs. The work is mainly conventional, and lacks vitality and originality.

In *manual arts* the boys work with colored paper, cardboard, plasticine, straw and palm leaves, and wood, making toylike things, leading to more useful objects later. The girls concentrate on needlework and embroidery, knitting, and making such things as doilies, aprons, and baby clothes. They also learn how to wash and clean clothes, polish windows and furniture, and prepare the tea table. They study other home economics subjects.

Physical education programs differ for boys and girls. Boys engage in athletic exercises, classroom games, rhythmic movements and games, and later organized games such as basketball, volleyball, and soccer. Competitive sports meets between schools are held in the larger cities. For the girls, appropriate exercises and games are provided. Singing is confined almost exclusively to national songs.

Description of the Iraqi Public Primary School

It may be worth while to close this part of the report with a description of the primary school, both segregated and coeducational, as the American Council Commission saw it function in the eight provinces (*liwas*) included in its itinerary. It is impossible to give an account that would apply in all its details to all public primary schools, but traits common to all are numerous enough to warrant the conclusion that there is a general type of Iraqi primary school which can be described.

Buildings

About 60 percent of the schools are housed in public buildings built either by the government or by local subscription. A number of public schools for Christian children are housed in buildings owned by various sects. These schools were previously parochial schools administered by religious communities and were willingly given over to the government in accordance with an agreement in 1921 between the Department of Education and the communities. By the terms of this agreement the communities were to supply the buildings, and the government would pay the salaries of the teachers, supply and equip the schools, and assume administrative responsibility. The remaining 40 percent of the primary schools are housed in rented buildings, usually former residences. Rented buildings converted

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to use as schools are found principally in the cities of Mosul, Baghdad, and Basrah and most of the capitals of the provinces.

A government primary school built within the last twelve to fifteen years in the cities usually has ten to twelve rooms about 5 × 7 meters (16.4 × 22.96 feet) or 5.5 × 8 meters (18.04 × 26.24 feet). In addition, there may be two to four smaller rooms used as offices or storerooms. Toilet facilities are outside the building. Drinking water is in large earthenware containers provided with taps from which the children can drink. School buildings need improved plumbing and sanitary facilities, but the country as a whole suffers from a lack of skilled plumbers.

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School buildings dating from the twenties are not as good as the more recently constructed ones, being less substantial and having smaller rooms. There are a few exceptions to this rule in the provinces of Basrah and 'Amarah where the erection of some schools was financed by the Maud[3] Memorial Fund and subscriptions collected by a particularly energetic governor of 'Amarah. Some buildings show signs of the rapid growth of the system, having started as two- or three-room constructions and then having a room or two added as needed.

The typical village school building has four to eight small, narrow, inadequately lighted and ventilated rooms. Some schoolrooms visited by the Commission were absolutely dark. Some first-grade rooms were badly overcrowded; in one instance the children had overflowed to the floor and filled the windows. Poor construction materials are often used for village schools, especially when hurriedly built by local authorities. Dripping ceilings were a commonplace. Some rural schools in the south, particularly in the province of 'Amarah, were housed in reed huts. After 1934, however, the government built a number of village schools of from two to six rooms of standard size with adequate lighting and ventilation.

The large number of rented houses serving as school buildings in urban Iraq is explained in terms of the growth of the school system which has been so rapid that the building program fell far short. Most of the rented buildings are not suitable for school purposes, the rooms being too small for classroom use. Play space is limited to the central courtyard, which is usually small. Repairs and readjustments are neglected because owners are reluctant to spend money on the property since prewar rental ceilings have been maintained by law. Government-owned schools, too, have deteriorated in the war years.

[3] The name of the British general who conquered Baghdad from the Turks in 1917.

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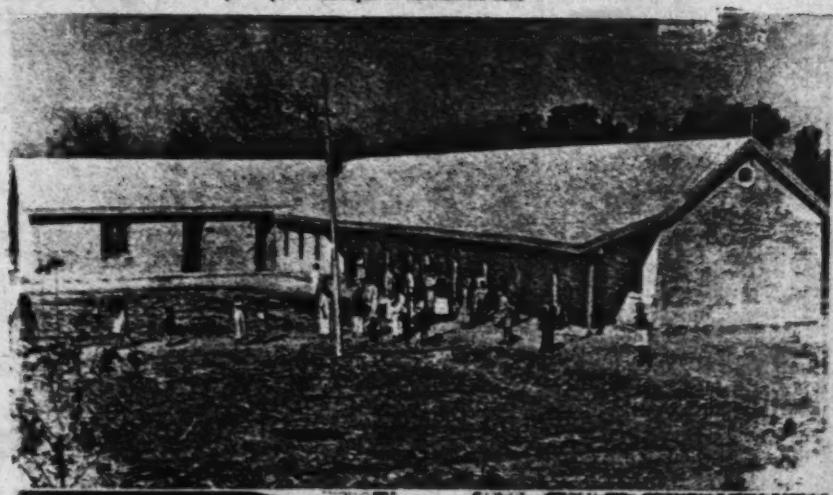

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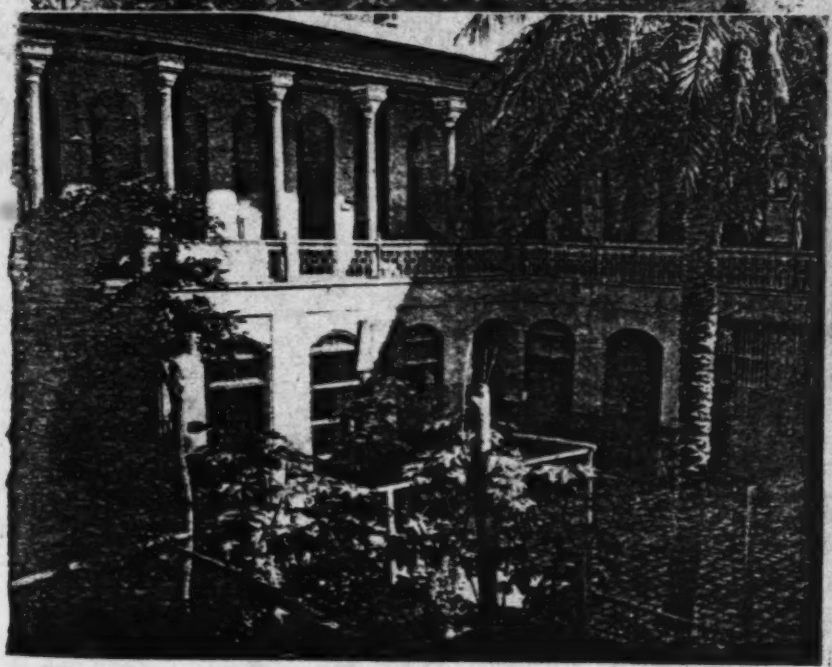

Above: Recess at the rural school used as a demonstration and practice school by the students of the Rural Teachers College, Rustumiyah, Iraq
Below: Secondary school for girls, Baghdad, Iraq

following p. 167 (a)

44:Matthews and Akrawi S, G-3 (1945-1946)1949 Ml Middle East
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373 soap, matches, and brick. Laboratory-work topics are specified for performance by the students in addition to the demonstrations by the teacher.

The course in *physics* in the third year is more comprehensive than in the other Arab countries studied, and in the scientific section, fifth year, an expanded treatment is given in seven periods a week. A more extended treatment of chemistry and biology is also given in the fourth year of the scientific section, biology now being divided into botany and zoology. Toward the end of the biology course a study is made of animal cells and fission, body and reproductive cells, Mendelian and non-Mendelian heredity, variation and mutation, and finally the theory of organic evolution. In all the science courses laboratory experiments are performed by the students in the fourth and fifth preparatory years.

The course in economics in the fifth year of the literary section goes over the usual ground but in an abbreviated form, and attention is given to economic conditions in Iraq—its monetary system, baking, trade, business and industry, and natural resources.

The course in *child care* for girls of the fourth-year science program comprises the care of the mother, the child's room, his cleanliness and feeding, the child's exercise, his development and weight, children's diseases and bodily defects; also home-nursing and first aid. The latter includes study of the patient's room and his bed, observation of his temperature, pulse, respiration, urine and excretion, prevention of some of the infectious diseases, first aid for burns, wounds, sprains, fractures, bites, gas poisoning, bleeding, sunstroke, electric shock, and of entry of foreign matter into the body.

In addition, the fifth-year literary section for girls includes a course in child psychology and development in mind and body, learning and habit formation, motivation, the child's toys and games, imagination, stories and story-telling, the child's questions, social behavior of children, mental hygiene, children's problems, child study, and child guidance.

The course in *manual arts* and *home economics* for girls comprises sewing, embroidery, knitting, cooking, and home cleaning in a more developed form than in the primary years.

The courses in *drawing* and *physical education* are of the same nature as in earlier years but in a more advanced form.

Description of the Public Secondary Schools

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346 BUILDINGS

Secondary schools on the whole have better buildings than the primary schools. Whenever there is a building program, the secondary schools

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873 usually hold the priority over primary schools. If a good building is vacant
346 it is usually the secondary school that gets the preference. Thus, in all parts of Iraq most intermediate and preparatory schools are housed in comparatively new buildings, with fairly large classrooms (16½ × 23½ feet), and with laboratories of larger size. An intermediate school usually has one common laboratory or science room. The better preparatory schools, such as the Central Preparatory School in Baghdad, have separate laboratories for physics, chemistry, and biology, with storerooms attached and with a machine for producing gas. Secondary schools are also more favored with a larger amount of space for playgrounds than primary schools have.

EQUIPMENT

873 The same is also true with regard to furniture and equipment. There are three types of classroom seats: desks, with seats attached, for one or for two students, and a tablet armchair for a single student much like the ones in American advanced classrooms, though not as good in quality. Blackboards are made of wood and are usually small and inadequate, often definitely bad. However, a new kind of plaster built-in blackboard large enough to fill the entire front wall, and sometimes the side walls too, was first used at the Higher Teachers College, and its use is spreading in the secondary schools. Laboratory equipment is supplied to intermediate schools from the central store of the Ministry of Education according to a standard list drawn up by the Ministry. A much larger collection of laboratory equipment is usually sent to the preparatory schools. The older schools are better equipped than the others, while some of the schools that were started during World War II or shortly before are meagerly supplied. Arabic maps are imported from England or from Egypt. Most of the laboratory equipment was imported from France and England and some from Germany. As there is no central workshop for repairing laboratory equipment and as most teachers have no experience in repair work, laboratory instruments tend to get out of order rather quickly, which results in a great
[132] deal of waste. For this reason and because of the great amount of dust in the Iraqi air, equipment acquires a dilapidated look which requires an extraordinary amount of care on the part of the teacher to avoid. The fact that teachers change frequently is an additional factor in the lack of care that is apparent in laboratory equipment.

TEACHING AND METHOD

873 Methods of teaching in secondary schools do not differ in their essentials
876 from those of the primary schools. In the main they are based on the

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1874 year works in each of the different trades to acquire a basis for choosing the one he will follow. In the third year theory occupies fourteen hours and shopwork twenty-eight hours weekly, while in the fourth year the distribution is fifteen hours for theory and twenty-seven for practical work.

All shops seemed to be well equipped except the electrical shop, which in 1945 was a recent establishment and suffered because of the difficulty of obtaining suitable materials and equipment under war conditions. The machine-shop was congested and poorly lighted, but, in general, though classrooms and shops were small, the small enrollment prevented serious crowding. Instructional materials were available in mechanical drawing, and there were excellent models for the study of internal-combustion engines.

The director's tabulation of present occupations of graduates from 1928–40 inclusive showed that of 84 graduates, 68 were engaged in the occupations for which the school had prepared them, while 16 had taken up other types of work.

346 The Technical School in Baghdad is housed in modern buildings with ample classrooms for theoretical instruction and large, relatively light, extensively equipped workshops. Physical facilities would accommodate five or six times the number of students enrolled in 1945–46.

The present program at Baghdad provides for twenty-eight hours per week of theoretical work for the first two years—mathematics, five; English, five; Arabic, four; history, two; geography, two; science, four; mechanical drawing, four; and physical education, 1—and fourteen hours of practical work. In the first year the shopwork consists of carpentry with hand tools and sheet metal work. In the second year the students work in the machine-shop, and in shops providing experience in sheet metal, blacksmithing, foundry, electricity, carpentry, and building. Theoretical work in the third and fourth years is reduced to fourteen hours and shopwork is increased to twenty-eight hours a week. The student specializes in his last two years in the building trades (carpentry, furniture construction and repair, plumbing and electric wiring), heavy engineering (blacksmithing, sheet metal work, and foundry) or light engineering (fitting, turning, electric welding, automobile repair, tractors, and internal-combustion engines). It is considered necessary for a graduate to work with an experienced workman for two or three years before setting out independently.

The major needs of the school as expressed or implied are a teaching staff that is adequate in training and number, means of attracting boys of aptitude and interest to the school, reclassification of the school to give it

44:Matthews and Akrawi S, G-S (1945-1946)1949 MI Middle East
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At the time of the American Council Commission's visit (1945) the College had 212 students, almost all of them boarders at government expense. The attempt to admit only village girls is less successful than the similar policy in the rural-teachers colleges for men because there are fewer village schools for girls to supply candidates and because of the prejudice of parents against sending girls away from home. There is a staff of thirteen, including the principal and assistant principal. Of this number, five have had some professional training. The College is housed in a large quadrangle, one part of which is occupied by a practice school and a kindergarten.

The Education of Secondary-School Teachers

Teachers for intermediate and secondary schools are now educated at the Higher Teachers College, the three-year course at the Queen 'Aliyah Institute for women teachers, and at the Physical Education Institute.

THE HIGHER TEACHERS COLLEGE

The Higher Teachers College originated in evening classes which were opened for primary-school teachers in 1923 in order to prepare them to teach in secondary schools. This was later turned into a full-time boarding college giving a course of two years above the secondary school, divided into a literary and a scientific section. The College was abolished in 1931 as being of a low standard and having an inadequate staff. The need for secondary-school teachers made the Ministry of Education reopen the College in 1935, with a course of two years which was lengthened to three in 1937 and to four in 1939. In 1943 it was decided to add a preparatory year taught exclusively in English.[2] Women students were first admitted in 1937 and now constitute about one-third of the enrollment.

Buildings and grounds.—The Higher Teachers College is housed in two large, modern buildings on the northern outskirts of Baghdad with ample space for additional buildings, playgrounds, and gardens.

One building houses administrative offices, classrooms, and an assembly hall. The other houses the dormitory, the dining-room, reception rooms, the College library, and, until a special science building is erected, the physics and chemistry laboratories. Women students live in a rented house

[2] Word has recently been received that the preparatory year has been dropped and the program again reduced to four years. As no details of the new program were available, the description of the program as it was being executed and planned at the time of the visit of the American Council Commission has been maintained.

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about a mile from the College. It is planned to build a special women's dormitory closer to the College.

Students.—In October 1945 when the American Council Commission visited the Higher Teachers College, there were four classes: preparatory, first, second, and fourth years. The fourth-year class was the last following the old four-year program. The remaining three classes were following the five-year program. Of the total registration of about 357 students it was expected that about 120 would be women, an increase of about 20 women students over the previous year. Students registered in the College were distributed as shown in Table 31.

TABLE 31

ENROLLMENT IN HIGHER TEACHERS COLLEGE, BAGHDAD, 1945–46

Year*	Literary	Social Studies	English	Chemistry —Biology	Physics— Mathematics	Total
Preparatory year....	...	...	...	...	...	130
1st year.....	17	19	12	20	14	82
2nd year.....	12	10	8	18	8	56
4th year.....	20	17	9	25	18	89
Total.....	...	...	...	...	...	357

* There was no third-year class in 1945–46 because of the change of length of course from four to five years.

Students are admitted on the basis of standing in the public secondary-school examination, distribution by provinces, health, and personal interview by the admission committee. Tuition, board and lodging, books, and medical care are free. Boarding students sign a contract with the Ministry, agreeing to serve the Ministry two years for every year spent at the College or pay 50 dinars ($200) for each year of study. Day students agree to teach one year for each year of study or forfeit 25 dinars ($100) per year of study.

Curriculum.—The distribution of subjects and periods is shown in Tables 32 and 33. The preparatory year has two parallel courses, the literary and the scientific. Both sections study the same courses in Arabic and English. However, in the English course students are grouped into A, B, and C sections, according to ability, each taking a course corresponding to its ability. Students wishing to become teachers of English must be members of section A or else stand very high in section B.

Preparatory students of the literary section take, in addition to English and Arabic, a three-period course in general mathematics and four-period courses in ancient history, modern history, and geography, whereas the scientific section concentrates on mathematics, physics, and chemistry. All

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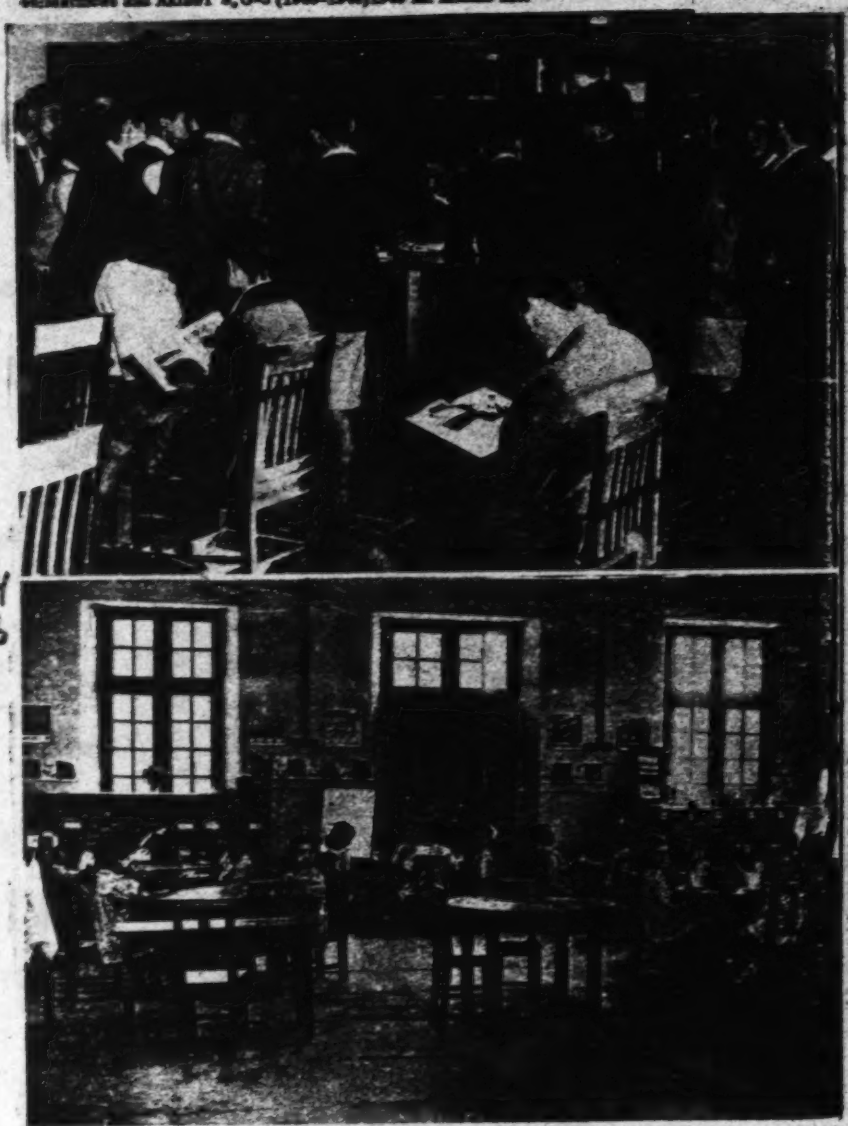

Above: The circulation desk of the library of Baghdad College at the end of the day, Baghdad, Iraq
Below: Snack-time at the kindergarten of the demonstration school of the Elementary Teachers College for Women, Baghdad, Iraq

following p. 200 (b)

44:Matthews and Akrawi S, G-3 (1945-1946)1949 Ml Middle East
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professors of the medical college who are nominated by the board of studies and approved by the Minister of Social Affairs. Members of the faculty have received their medical training at universities and hospitals in England, Egypt, Turkey, Paris, and Beirut.

The College is housed in a modern building specially built for it with fairly extensive laboratories, dissection rooms, and lecture halls, large enough to accommodate 60 to 70 students in each of the six years. In addition, the College enjoys the extensive facilities of the teaching hospital on the grounds of which it is situated. This largest of Iraq's hospitals has 600 beds in large wards and semiprivate and private rooms, thus accommodating patients of all classes. As the hospital receives patients not only from the Baghdad area, but also from all parts of Iraq, students have a chance of seeing a very large and representative variety of cases and diseases. The hospital has a very large outpatient clinic occupying a two-story building and some annexes where more than 700,000 new cases are treated each year. Next to the College building is the large building housing the pathological and bacteriological institutes and the antirabic and vaccine-production institutes. On the same grounds is also the extensive X-ray building with facilities for both X-ray diagnosis and therapy, including fluoroscopy and radium therapy. All these facilities form part of the teaching facilities of the College.

The College of Pharmacy

The College of Pharmacy, included for administrative purposes in the Royal College of Medicine, was established in 1936 and provides graduates of the secondary school with a four-year course leading to a Diploma of Pharmaceutical Chemist. In 1945–46 the enrollment was 98, with the four classes about equal in size. Upon graduation the student spends six months in practical work with a registered pharmacist and three months in a government dispensary. Students are admitted on the basis of a medical examination, public secondary-school examinations, personal interview, and geographical and minority distribution. Those who sign a contract to serve the Department of Health for four years after graduation are exempt from all fees except an instruction fee of 3 dinars ($12) yearly. Tuition fees for others are 33 dinars ($132) per year.

The College is administered by the dean assisted by a college board composed of permanent professors and lecturers. Members of the teaching staff are nominated by the dean, subject to the approval of the college board and confirmation by the Director General of Health.

The curriculum includes botany, general chemistry, business methods

of the 33rd parallel. Affiliated companies have concessions over the remaining territory—the Mosul Petroleum Company in the region west of the Tigris and the Basra Petroleum Company south of the 33rd parallel. Oil is extracted from the Kirkuk fields by the Iraq Petroleum Company and conveyed by pipelines to Mediterranean ports. It was formerly pumped to terminals in Tripoli and Haifa, but the latter pipeline has been closed since the Arab-Israeli hostilities in 1948. A new pipeline, constructed from Kirkuk to the Syrian port of Banias, was opened early in 1952.

In 1938, the Basra Petroleum Company began drilling operations in the Persian Gulf area, where the existence of an extensive oil field has since been established. In 1950, a pipeline was completed to its shipping terminal at Fao, at the head of the Gulf. The activities of the Mosul company are still in the exploratory stage, but the production of oil has recently been started at Ain Zala. It is piped to the Mediterranean by a line which joins that from the Kirkuk fields at Baiji, on the Tigris.

A smaller oil field at Naft Khanah, near the Iranian border, is worked by the Khanaquin Oil Company, a subsidiary of the Anglo-Iranian Oil Company. This company operates a refinery on the Alwand River, near Khanaquin, which supplies petroleum products for local consumption. Since 1952, it has also constructed a small refinery at Basra to process products for use in southern Iraq. It obtains the crude oil from Naft Khanah or from the Basra Petroleum Company.

Iraq derives a considerable revenue from the pilgrimage traffic. The principal shrines of the Shia sect are located at An Najef, Kerbela, Kadhimain and Samarra, and, in addition to local pilgrims, they are visited annually by thousands of Shiites from Iran, Pakistan and other Moslem countries. The privilege of burial near the shrines is also coveted by devout Shiite Moslems.

Transportation is mainly by roads or waterways. Motor highways link the princi-